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ABSTRACT

A working plan for devising standards for college libraries begins with the stated purpose of providing a means for assessing the adequacy of libraries serving liberal arts programs at the bachelors and masters degree level. Major assumptions from which standards may be developed include: standards are needed; minimum materials, staff, and facilities are needed for a quality program; no single set of standards can be applied to all colleges; quantitative variation is mandated by institutional uniqueness; standards should serve for at least 15 years; standards should accommodate future political, economic, technical, social, and pedagogical change. A general statement of content and a commentary are provided for each of eight major standards: 1) objectives, 2) collections, 3) organization of materials, 4) staff, 5) delivery of service, 6) facilities, 7) administration, and 8) budget. (Author/LS)

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TOWARD A 1975 REVISION OF THE COLLEGE LIBRARY STANDARDS

FINAL WORKING PAPER

PREPARED BY

Ad Hoc Committee to Revise the 1959 Standards for College Libraries,

Johnnie E. Givens, Austin Peay State University,
David Kaser, Graduate Library School, Indiana University,
Arthur Monke, Bowdoin College,
David L. Perkins, California State University, Northridge,
James W. Pirie, Lewis & Clark College,
Jasper G. Schad, Wichita State University,
Herman L. Totten, School of Librarianship, University of Oregon.

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Association of College and Research Libraries

50 East Huron Street

Chicago, Illinois 60611

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TOWARD A 1975 REVISION OF THE COLLEGE LIBRARY STANDARDS

INTRODUCTION

Purpose. The main purpose of the 1975 revision of the ALA Standards for College Libraries will be to provide a means for assessing the adequacy of libraries serving liberal arts programs at the bachelors and masters degree levels. They may apply also to libraries serving institutions granting fewer than ten doctoral degrees per year.*

Plan. It is planned that the 1975 Standards will comprise a numbered series of brief, direct statements, each of which will address a single requirement believed by the Committee to be essential to effective college library service. These brief Standards will be supported by logical argument to three depths: (1) succinct summary explanations of the bases for the Standards; (2) "working papers" developed for the Committee and minutes of its deliberations; and (3) the open literature of the profession. Argument representing the first depth will be appended or subscripted to the Standards themselves; documents representing the second depth may be obtained upon request from ACRL headquarters; material to the third depth is by definition available.

Assumptions. A number of assumptions will be taken into account in the 1975 revision of the college library standards. Key among them will be the following:

- 1) that library standards are needed by the higher education community and are possible to develop;
- 2) that although sound programs of college library service must be based upon quality, good quality is not possible without certain requisite quantities of materials, staff members, and physical facilities;

* These Standards will address themselves to institutions defined by the Carnegie Commission as Comprehensive Universities and Colleges I and II and Liberal Arts Colleges I and II, in A Classification of Institutions of Higher Education; a Technical Report Sponsored by the Carnegie Commission on Higher Education, Berkeley, CA, 1973.

3) that a single set of standards cannot be made to apply usefully to the entire range of higher education institutions;

4) that even within the relative homogeneity of institutions offering baccalaureate and masters level work, quantitative variation is mandated in any set of standards by institutional uniquenesses and idiosyncracies;

5) that even in today's rapidly changing higher education environment, it should be possible to prepare standards that will serve for a minimum of fifteen years;

6) that the present draft should therefore accommodate anticipated environmental changes of a political, economic, technical, social, and pedagogical nature.

STANDARD I: OBJECTIVES

The Standard. This Standard will require that every college library develop an explicit statement of its objectives in accord with the goals and purposes of its parent institution; periodic review and appropriate revision of the library's objectives must also be assured. Although the preparation of library objectives is a responsibility of the library staff, advice should be sought from students, members of the teaching faculty, and administrative officers.

The Commentary. The supporting gloss will summarize the prevailing arguments in favor of codifying a library's objectives, and it will explain how this requirement can best be attained. It will also point to some of the chief considerations that any statement of college library objectives should be built upon.

STANDARD II: THE COLLECTIONS

The Standard. This Standard will state that a library's holdings comprise all institutional collections of instructional and learning materials, including multi-dimensional, pictorial, aural, and print materials. As regards print materials, the library must be able to provide quickly a range of high quality and currently useful volumes or microform volume-equivalents accompanied by adequate reading machines,

in a quantity determined by formula. The formula will be based upon institutional objectives and will be constructed in one of two ways: (1) in which the individual library calculates its own uniquely appropriate figure after the manner of the Clapp-Jordan model; or (2) in which institutions are assigned to two or three broad groupings by the general nature of the academic program and then further categorized by enrollment, with appropriate figures designated for each of the divisions and sub-divisions. In either case tolerances will be given so that each library will be able to grade itself against a percentile or letter grade A through F. Collections will have to be sustained by current acquisitions. Maintaining the balance and contemporaneity of the collections will be defined as a responsibility of the library staff with advice and guidance from members of the teaching faculty.

The Commentary. The gloss supporting this Standard will summarize the rationalization both for the inclusion of non-print media and for the quantitative formula chosen. It will also develop the case for inclusion of the caveats calling for these volumes "to be of high quality and currently useful." Means will be defined for subjectively assessing both the quality and current utility of the collections, and the case will be made for methodically withdrawing volumes no longer meeting these two criteria. It will be explained that the library need not hold legal title to a certain number of volumes but must rather be able to "provide" them "quickly" (say within ten minutes), as through a formal agreement into which it puts an appropriate quid pro quo. There will be brief discussion of the staff's responsibility for continuing development of the collections and for the teaching faculty's role in the selection of materials.

STANDARD III: ORGANIZATION OF MATERIALS

The Standard. Standard III will require that library collections be organized

by nationally approved rules for prompt identification by author, title, and subject and arranged for efficient retrieval at time of need. It will be stated that the proper organization of materials will require the preparation of appropriate bibliographical apparatus--such as book, card, or computer-based catalogs--developed either proprietarily or jointly with other libraries. Attendant subordinate lists, indexes, and authority and other files will also be identified as being essential. Except for certain categories of material which are for convenience best segregated by form, "efficient retrieval" will necessitate the display of on-site material by subject, so as to permit browsing, and will require that users have direct access to it on the shelves.

The Commentary. The supporting commentary for this Standard will explain the reasons for its inclusion and will develop more fully the purpose of collection organization. It will also describe briefly the kinds of processes involved in fulfilling this Standard.

STANDARD IV: STAFF

The Standard. Standard IV will state that the library should be adequately staffed by qualified librarians, skilled supportive personnel, and part-time hourly-rated assistants. The marks of a librarian shall include a graduate library degree from an ALA-accredited program--or equivalent professional preparation--responsibility for duties of a professional nature, and participation in professional library affairs beyond the local campus. The librarians of a college shall be organized as an academic department--or, in the case of a university, as a school--and shall administer themselves in accord with ACRL Standards for Faculty Status for College and University Librarians. The number of librarians recommended will be based upon FTE

enrollment, and it will be recognized that librarians seldom comprise more than 20-35 percent of the total staff. Provision will be expected for initial orientation and the continuing development and education of the library staff at all levels, and sound personnel practices will be called for.

The Commentary. The accompanying gloss to this Standard will summarize the above mentioned ACRL document on faculty status and will refer to the ALA policy on Library Education and Manpower. It will characterize more fully the principles of personnel management advocated, and it will discuss factors determinant of library staff size and distribution.

STANDARD V: DELIVERY OF SERVICE

The Standard. This Standard will require the maintenance of library services that will support and enhance the academic program of the institution and encourage optimal library use in accord with the ACRL Statement of Service to Library Users. For this to be accomplished, there will need to be involvement of librarians in the academic planning councils of the institution; in the continuing instruction of readers in the effective exploitation of libraries; and in the actual supplying of information when appropriate. The hours of public access to the materials on the shelves, to the library staff, and to the study facilities of the library, should be consistent with reasonable demand, not only during the normal study week, but also during weekends and vacation periods. Circulation of materials under equitable policies should be for as long periods as possible without jeopardizing their availability to others. The availability of reading materials should be extended wherever possible by the provision of inexpensive means of photocopying. Statistics should be maintained on services purveyed. Where academic programs are offered away from a campus, ACRL's Guidelines for Library Services to Extension Students should be followed.

The Commentary. The commentary appended to this Standard will explain why it is important for there to be library involvement in institutional planning, the nature of appropriate library instruction programs, and the circumstances under which it may be appropriate for libraries actively to deliver information rather than simply to make it available. There will also be brief discussions of the factors which influence the determination of library hours, and policies governing the circulation of materials, and on the legal and legitimate provision of copies of printed, written, or other records. Kinds of library output statistics to be maintained will be identified as including number of reference questions answered, in-library and ex-library use of materials, hours of library instruction offered, number of displays mounted and bibliographies prepared, number of photocopies made and library seats occupied, SDI services rendered, and other indexes to library productivity. The two ACRL documents alluded to in the Standard will be summarized and referenced.

STANDARD VI: FACILITIES

The Standard. This Standard will require that a college provide a library building containing secure facilities for housing its resources, adequate spaces for their administration by staff, and comfortable quarters for their utilization by patrons, all integrated into a functional and esthetic whole. Quantitative adequacy of the building will be calculable by formula guidelines and will call for seating 30 percent of FTE enrollment. Qualitative evaluation will include site and esthetic considerations and such physical characteristics as the adequacy of the heating and cooling plants, the building's acoustical treatment and lighting, and the selection of equipment and furniture. Geographical decentralization of library resources and services will be discouraged as seldom being in the best economic or pedagogical interests of the institution.

The Commentary. The commentary appended to this Standard will include formulas for assessing the spatial adequacy of the building, an enumeration of the kinds of spaces and accommodations most often essential to good college library service, and a brief statement on the circumstances whereinunder decentralized library facilities may be warranted.

STANDARD VII. ADMINISTRATION

The Standard. This Standard will call for the college library to be administered in a manner which permits and encourages the fullest and most effective use of available library resources. It will also require:

- 1) that the statutory or other base for the college library be defined;
- 2) that the college librarian be a member of the library faculty and report to the president or other chief academic officer of the institution;
- 3) that the duties of the librarian and the procedures for his appointment be defined in writing;
- 4) that there be a standing advisory committee of students and teaching faculty which shall serve as the main channel of formal communication between the library and its user community.

In addition, this Standard will require the current maintenance of written policy and procedure manuals covering internal library governance and operational activities, the establishment of systematic and continuous procedures for evaluating library performance and identifying areas for improvement, and the periodic preparation of reports designed to inform the library publics of its accomplishments and problems. The library's responsibility will be stated to develop, seek out, and utilize cooperative library programs for purposes either of reducing its operating costs or enhancing its services, so long as such participation in no way

creates supernumerary costs for other libraries or organizations. It is also the responsibility of the library to administer its programs consistent with the spirit of the Library Bill of Rights.

The Commentary. The commentary on this Standard will comprise a brief presentation summarizing the case for the aforementioned requirements and relating them to the overall context expressed in this entire set of standards.

STANDARD VIII: BUDGET

The Standard. Standard VIII will state the college library's responsibility for preparing and defending its budget estimates in accord with agreed-upon objectives, for apportioning funds and initiating expenditures within its approved budget, for maintaining internal accounts, for approving invoices for payment, and for monitoring and evaluating the flow of expenditures. The normal college expenditure on a continuing basis of 5-6 percent of its total educational and general budget on library services will be identified, as will the normal library expenditure of 35-45 percent of its total budget for materials and 50-60 percent for personnel.

The Commentary. The supporting gloss to this Standard will contain brief discussion of the several ways in which library budgets may be developed and will enumerate some of the key considerations in estimating library budget requirements. It will also discuss the purposes of accounts both to the institution specifically and to society generally.